

## Inclusive Classroom/Teaching Action Plan Checklist

### Principle 1: Establish and support a class climate that fosters belonging for all students

#### Building rapport with my students

- I will learn and use my student's names in class, on emails, on assessment feedback, discussion boards, etc.)
  - I will have my students share how their name is pronounced (try out the web software [Namecoach](#))
  - I will remind students to let me know if I pronounced their name incorrectly.
  - I will ask my students their preferred name and use it.
- I will create a "Get to know you survey" for your students to complete.
  - [Example of Survey](#)
- I will share my interests, passions, & learning process to include fears and struggles with my students.
  - Online- Welcome video and throughout class (using "I" statements and sharing examples)
  - In person – First class during introduction and throughout class (using "I" statements and sharing examples)
- I will provide students with opportunities to get to know each other
  - Online- Introduction discussion board or another tech tool
  - In person- Introductions during first class
  - Collaborative activities to include Think-Pair-Share, class & group discussion, group projects, collaborative activities, etc.
- I will encourage dialogue about learning experiences
  - Ask student to use "I" statements and share examples.
- I will design activities or assessments that allow students to draw on their diverse backgrounds
  - Authentic Learning activities and assessments
  - Allow students to self-select readings and projects

#### Treat each student as an individual.

- I will not assume that an individual student can speak for the experience of an entire group.
  - I will allow the student to decide what and how they contribute to the conversation.
- I will pronounce my student's names correctly
- I will ask for and allow students to use preferred pronouns
- I will use my student's preferred pronouns when applicable

#### Avoid making assumptions about students' abilities based on stereotypes

- I will be mindful of stereotypes
- I will focus on behavioral and controllable actions
- I will be cautious of being overprotective **or** strict to any group or individual students by conveying the same level of confidence in all my students.

#### Address challenging classroom behaviors and attitudes

- I will take responsibility and address microaggressions, offensive and alienating comments, derogatory or negative racial slights, and insults to individuals or target group in my classroom.
- I will turn difficult moments into teaching moments
- Ask students to use "I" statements to build a healthy rapport

#### My Notes:

## Inclusive Classroom/Teaching Action Plan Checklist

### Principle 2: Set explicit student expectations

#### Explicitly Articulate Assessment Criteria

- I will create clear and detailed assessment descriptions
- I will share tools that give students explicit assignment criteria
  - I will create rubrics for students to use as a guide and for grading
  - I will create assignment guides detailing assignment information
- I will offer more lower stake (formative) learning assessment opportunities

#### Provide Feedback

- I will provide feedback that is clear, actionable and timely
  - I will use rubrics and written feedback to convey my message
  - I will grade and return assignments with feedback in 2 weeks or less for assessments that do not build on each other. If they build on each other, I will grade and return assignments with feedback in one week or less.
  - I will consider allowing students to resubmit an assessment after applying feedback
- I will be reflective about the feedback I give as an instructor
- I will offer my students the opportunity to engage in anonymous feedback on learning experience.
  - Classroom Assessment Techniques (CATs)
  - Mid-semester evaluation
  - Surveys

#### Establish Classroom Agreements and Guidelines

- I will work collaboratively with my students to create guidelines for all members of the course
  - General guidelines
  - Discussion guidelines
- I will set up a process for feedback on the class/course climate

#### Model Behaviors

- I will share examples of previously submitted assignments for students
- I will model the skills and behaviors that I ask my students to demonstrate in the class and on their assessments/assignments.

My Notes:

### **Principle 3: Select course content that recognizes diversity and acknowledges barriers to inclusion**

#### Course Content

- I will select course content (readings, textbooks, and any other course materials) by considering whether certain perspectives are systematically underrepresented or absent
- I will select content by authors of diverse backgrounds.
- I will evaluate the presentation of my course materials and use multiple and diverse examples that do not marginalize students

#### Authors

- I will include materials written, created or researched by authors of diverse backgrounds.
- I will discuss contributions made to the field by historically underrepresented groups.

#### Examples

- I will use examples that speak across gender, work across cultures and are relatable to people from various socioeconomic statuses, ages and religions
- I will not assume that all students will recognize the cultural, literary or historical references you use.

**My Notes:**

## Inclusive Classroom/Teaching Action Plan Checklist

### Principle 4: Design all course elements for accessibility

#### Materials

- I will ask myself if how I am sharing information might present barriers to my students.
- I will ease barriers by providing supporting materials.
- I will adopt accessibility guidelines for presentations and discussions.
  - Alt text for images
  - Closed captioning/transcripts for video content
  - Accessible documents

#### Demonstrate Learning

- I will consider all of the possibilities for participation and assessment in my course
- I will create course materials in a way that allows students to advance their learning
- I will provide scaffolding
- I will consider the use of technology in my courses
  - Too much or too little
  - Used with purpose
  - Created for the students (online vs. in person)
- I will give use informal assessments and give my students feedback on their progress.

#### Engagement

- I will create a supportive class climate
- I will give students the opportunity to research or investigate self-selected topics allowing them to draw on personal interests and relevance.
- I will increase options for assignments (Turn in a paper or infographic or slide deck)

#### My Notes:

## Inclusive Classroom/Teaching Action Plan Checklist

### Reflect on your beliefs about teaching to maximize self-awareness and commitment to inclusion

#### Reflection Prompts

- What are my identities and how do my students perceive me?
- What are my implicit or explicit biases? Do I propagate, neutralize or challenge stereotypes in my class?
- How do I handle challenges in the classroom?
- How might the ways I set up classroom spaces and activities foster inclusion or disinclusion?

#### COPH Course Review Reflection Prompts

(required reflection questions when your course is reviewed)

- How do you create a safe and inclusive classroom environment?
- How do you include Diversity, Equity and Inclusion content in your course? Examples: Theory, specific examples, case studies, etc.

### My Notes: